Early Childhood Functional Assessment Checklist
for Teachers and Staff (EC FACTS-Part A)

The EC FACTS used by school personnel who are building behavior support plans. It is intended to be an efficient strategy for initial functional behavioral assessment. Those who know the child best should complete it. It can be a guide for more complete functional analysis efforts. Complete and return prior to the BUZ Team meeting.
*Bring copies of incident reports and anecdotal records to the BUZ Team meeting.

Student: _____ School: _____ Date: _____
Teacher/s: _____

Student Profile: Please identify at least three of the student's strengths:
_____
_____

Identify Problem Behavior/s that are barriers to effective education, disruptive the learning of others, interfere with social development, or compromise safety. Identify the most problematic behaviors and those that occur regularly:

__ Physical aggression __ Disruptive __ Noncompliant __ Tantrums __ Withdrawn __ Unresponsive __ Inappropriate language __ Other: _____ Describe problem behavior: _____ _____	

Have program-wide expectations and classroom rules and routines been taught and practiced, and has specific feedback been provided related to the problem behaviors?   Yes   No

Identify Routines: Where, When, and With whom problem behaviors are most likely

Times/ transitions	Expected Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low 1	2	3	4	5	High 6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

Select 1-3 Routines for further assessment: Select routines based on similarity of activities/conditions with ratings of 4, 5, or 6 and similarity of problem behaviors. Complete a separate EC FACTS-Part B sheet for each routine identified. Similar activities (e.g., unstructured, high demand, teacher directives) can be counted as one routine.

Adapted from March, Horner, Lewis-Palmer, Brown, Crone, Todd, & Carr (2000)

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EC FACTS-Part B

Identify one activity or routine from EC FACTS-Part A to be assessed:

Targeted Routine/Activity	Problem Behavior:

Provide more detail about the features of the problem behavior:

What does the problem behavior *look* like?

How *often* does the problem behavior occur?

How *long* does the problem behavior last when it occurs?

What is the *intensity* of danger for this problem behavior?

What are the events that predict *when* the problem behavior will occur? What could you do to make the problem occur?

Related issues (setting events)		Environmental features	
__ illness	__ social conflict	__ reprimand/correction	__ structured activity
__ bus problem	__ academic concern	__ physical demand	__ unstructured time
__ medication	__ other: _____	__ socially isolated	__ task too boring
__ sleep	_____	__ with peers	__ activity too long
__ conflict at home	_____	__ task too difficult	__ Other: _____

What consequences appear *most likely* to maintain the problem behavior? What rewards the behavior? What does the student get/avoid with the behavior? Identify the most powerful with a "1," and other possible consequences with "2" and "3." When problems involve minor events that escalate into difficult events, separate the consequences that maintain the minor problem behaviors from those that maintain the escalated behavior.

Things that are Obtained		Things Avoided or Escaped from	
__ adult attention	__ access to things	__ hard task	__ reprimand
__ peer attention	__ sensory stimulation	__ adult attention	__ peer attention
__ preferred activity	__ other: _____	__ physical effort	__ other: _____

SUMMARY OF BEHAVIOR

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. It is the foundation of building the behavior improvement plan. Use all information from EC FACTS, Parts A and B. If you are confident that the summary statement is accurate enough to design a plan, move into plan development. If you are less confident, continue the functional assessment by conducting direct observation.

Setting Events & Predictors	Problem Behavior/s	Maintaining Consequence/s	Possible Function or Motivation
Given…	The student does…	And this is maintained by…	The possible function of the behavior is…

How confident are you that the Summary of Behavior is accurate? Use the scale to define the extent to which you are confident that the statement is accurate. Confidence may be affected by factors such as how often the problem behavior occurs, how long you have known the student, how consistent the problem behaviors are, if multiple functions are identified, and if clusters of behaviors are identified.

Strategies for preventing behavior						Consequences for behavior					
1	2	3	4	5	6	1	2	3	4	5	6

Are behavior observations warranted at this time or is the team prepared to develop an Instruction Plan?

Observations?   Yes   No   If yes, when:

Follow up meeting date/time: _____

Create an Instruction Plan?   Yes   No
Are persons who have interactions with the student present?   Yes   No
Are parents present or have they given permission to hold the meeting?   Yes   No
Is someone present to facilitate the behavior planning?   Yes   No

If you have answered yes to all questions, proceed to the EC-RBIP

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EC- Replacement Behavior Instruction Plan (EC-RBIP)

What current efforts have been used to control the problem behavior?

Strategies for preventing behavior	Strategies for responding to behavior
__ schedule change __ other: _____ __ seating change __ expectation change	__ reprimand __ other: _____ __ time out __ safe spot

Identify the desired and acceptable replacement behaviors. The *desired behavior* is your goal behavior. It is the behavior as you expect typical students to be able to demonstrate it.
The *acceptable replacement behavior* is an action you can teach the student that will access the same function as the inappropriate behavior.

Desired Behavior/s:

Acceptable Replacement Behaviors:
Step 1:
Step 2:
Step 3:

Design the Instruction for behaviors to be taught and practiced.

Does the child have this behavior in his/her repertoire?   Yes   No
If no, what is the direct instruction plan for teaching the skill: **Who: _____   When: _____** **Do you need to begin with hand over hand assist to facilitate the use of the replacement skill?   Yes No** **If yes, method of assist and practice protocol:**

If yes, what is the plan for informing the child of expected behavior and when/where to use it?
Who: _____ When: _____
Practice protocol:

Prevention Strategies: Describe how to arrange the environment to facilitate success.

What can be done to prevent identified setting events and environmental factors from triggering behavior?
Develop verbal prompts (precorrects/reminders) for demonstration of expected behaviors:
Develop visual prompts:
Will a social story be written? Yes   No   If yes, by whom? _____

Plan for Reinforcement: Describe how you will ensure success through specific feedback and encouragement that is more effective and efficient than the use of the problem behavior for the student.

Natural reinforcers for desired or replacement behavior:
How will this reinforcer be immediately available?
What PBS verbal feedback will be used by all?

Is a tangible reinforcer necessary to initially bring about behavior change do to a performance deficit?   Yes   No
If yes, describe the reinforcer and how it will be used:

Plan to fade the reinforcer's use (including mastery criteria-percentage of correct responses/level of fluency/number of trials):

Determine Consequences: plan for when inappropriate behaviors occur.

PBS language to discourage start of problem behavior:

Consequence for the demonstration of the problem behavior to be utilized by all staff:

Plan for ensuring consequences do not provide the desired function:

Data Collection: How will you know the plan works?

Data collection process:

Are behavioral observations necessary?   Yes   No
 If yes, when:

Meeting date/time to monitor progress: _____

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